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ABSTRACT

Designed to introduce global perspectives in a sixth-grade class for learning disabled students, this program was designed to help students develop an understanding of Haitian culture and a sense of empathy for persons of Haitian background. The program contained seven strategies: film watching, game playing, food sampling, class discussions, story reading, Gestalt strategies, and societal media involvement. At the conclusion of the 10-week program, all of the students showed a significant gain in understanding Haitian culture and a sense of caring for students of Haitian background. Understanding and empathy are crucial in schools where many Haitian children attend, but the methods and strategies can have broad applicability. Pretests and postests, an attitudinal questionnaire, and a weekly questionnaire were used to monitor student progress; these are contained in the appendices. (DB)

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JUN 27 1986

DEVELOPING AN UNDERSTANDING OF HAITIAN CULTURE THROUGH SELECT SOCIAL STUDIES OBJECTIVES IN A CLASS FOR LEARNING DISABLED STUDENTS

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By

CAMILLA FELICIA PAGGETT

A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

June/1986

SO 030 415

ABSTRACT

Developing an Understanding of Haitian Culture Through Select Social Studies Objectives in a Class for Learning Disabled Students.
Paggett, Camilla F., 1986: Practicum Report, Nova University, Center for the Advancement of Education.
Descriptors: Social Studies, Student Attitudes, Global Education, Migration, Elementary Social Studies, Cultural Awareness.

The author of this practicum developed and implemented a program to introduce global perspectives focusing on Haitian culture in a sixth grade class for learning disabled students. The program's aim was developed to get the students to develop an understanding of Haitian culture and a perspective of feeling and caring for others of a Haitian background.

The program contained seven strategies: film watching, game playing, food sampling, class discussions, story reading, Gestalt strategies and societal media involvement. All strategies were fully implemented throughout the ten weeks. At the conclusion of the program, all of the students showed a significant gain in understanding Haitian culture and a sense of caring for students of a Haitian background. Pretesting, an attitudinal questionnaire, and a weekly questionnaire were used for the author's purpose of monitoring each student's progress. The author considered this practicum to be of value throughout the county because of its multi-cultural diversity.

AUTHORSHIP STATEMENT

I, Camilla Felicia Paggett, hereby testify that this paper and work it represents are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Camilla Felicia Paggett

Camilla Felicia Paggett

Dec 2 '16

Date

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APPENDIX F

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OBSERVER VERIFICATION FORM

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate, or make judgments about the quality of the project.)

Practicum Title Developing An Understanding of Haitian Culture Through Select Social Studies Objectives in A Class for Learning Disabled Students

Student's Name Camille E. Biggett

Program Site Miami Date June 9, 1986

Observer's Name Delia G. Diaz (please print and sign) Delia G. Diaz

Observer's position Parental Guardian

Observer's comment on impact of the project (handwritten): Identified students should enhance their awareness of Haitian Culture

Chapter 1

PURPOSE

The middle school in which this practicum took place serves students in Grade 5 through Grade 8. It was located in the boundaries of a predominantly black, low socioeconomic area. Of the 1,795 total school population, 90 percent were Black, eight percent were of Hispanic background, and two percent were white.

Almost 83.9 percent of the total student body was on a free or reduced lunch program. Many of the students were from single parent homes, with two or more siblings in the household.

This middle school consisted of one principal, four assistant principals and 72 classroom teachers. There were six special area staff members, one librarian, four school counselors, and eight clerks. The author was employed at the school as a Learning Disabilities/Educable Mentally Handicapped Teacher.

There were 25 students enrolled in the Dropout Prevention Program. Criteria for this enrollment included: two or more absences a month, two or more years above age for present grade placement, stanine three or below in reading, previous enrollment in four or more schools, and grade average of D or below.

In addition to the basic middle school curriculum, this school offered student instruction in Spanish as a second language, English as a second language, Vocational Education, Computer Education, and a Work Experience Program.

The instructional program utilized the diagnostic-prescriptive approach to the teaching of basic skills. Reading was generally taught in smaller groups while most other subjects were taught in larger groups. All classes in Grade 5 were self contained.

The students participated in the following contests: Mythology, Bowl Competition, Creative Crime Prevention, Playwriting Contest, National Career Guidance Week, Poetry Contest, Theodore R. Gibson Oratorical/Declamation Contest, The Catch Program, Compensatory Education, Honors Algebra, Total Mathematics Program, Instructional Objectives for a Balanced Curriculum, Student Performance Standards of Excellence for Florida Schools in Mathematics, Test Beating, Reading in the Context Area, Minimum Student Performance Standards and Special Peer Tutoring.

The school participated in the Quality Instruction Incentive Program (Q.U.I.I.P) to improve the Stanford Achievement Test scores, Student Reading Performance, Student Attendance and Standardized Physical Fitness tests.

The author proposed to introduce global perspectives focusing on Haitian culture. Because of some recent events

that took place in Haiti, that students viewed in the media, the author considered this practicum to be of value in teaching Haitian culture across the social studies curriculum.

The students in this program demanded diverse strategies for learning. Strategies taking into acccount different learning modalities were used to enhance the understanding of Haitian culture. This diverse range of strategies helped make the practicum interesting to the students. A study conducted by Shaughnessy and Maladyna (1985) reported that most students in the United States, at all grade levels, found social studies to be one of the least interesting, most irrelevant subjects in the school curriculum.

In the class in which the practicum was conducted, the author observed over a period of time a serious lack of understanding and acceptance of Haitian students. The author felt that many of the students had expressed negative attitudes toward Haitians. The magnitude of the problem was demonstrated by isolation from Haitian students, ethnic-related name calling, and observed negative stereotypical attitudes toward Haitian culture.

Reasons for the negative attitudes of the students were believed to have stemmed from many cases. Some of the reasons were probably passed on by myths heard about Haiti

and Haitians, lack of understanding of differing cultures and low, exposure to global studies on Haitian culture.

Because of the problem's intensity, the students developed a disliking for Haitians and treated Haitian students as being inferior. The authors felt that the students had not developed an appreciation of the similarities and differences among themselves and Haitians. Instead of disliking and treating Haitians as being inferior because they are stigmatized as "different", the author felt that the students should develop more positive attitudes and respect toward Haitians.

The author conducted an informal attitudinal questionnaire to gain further insight on the perceived problem. Eight out of nine students in the class indicated negative attitudes toward the country of Haiti and Haitian Culture (see Appendix A).

Some problems the students show difficulty with were: understanding that cultures vary in many ways and understanding the differences in individuals.

The author adopted the first six sixth grade instructional objectives in the school's district Social Studies curriculum to focus on during the program implementation. During the 10-week period of program implementation, the six objectives were obtained:

1. Define culture and the elements that make up a culture.
2. Cite evidence to show how culture is transmitted within a society.
3. Recognize that each culture has values and beliefs which influence its growth and development.
4. Recognize that basic needs of humankind are the same, but the manner in which they are met differs.
5. Compare a Western and Eastern culture, e.g., basic needs, lifestyles.
6. Demonstrate by giving at least three examples of how human societies are undergoing continual changes, some more rapidly than others, e.g., socially, economically, politically.

During the 10-week period of program implementation, the students completed weekly questionnaires to indicate whether the program was achieving its primary goal of developing an understanding of Haitian culture and acceptance of Haitians (See Appendix B). Informal weekly interviews with the teacher and students helped to monitor program effectiveness.

After completing the instruction over a 10-week period, the students were post-tested and a 70% or higher mastery level was achieved (See Appendix C).

Chapter Two

RESEARCH AND SOLUTION STRATEGY

Students in learning disabled classes seem to have more difficulty in learning than students in regular classes. These students require more diverse learning strategies. As a result of a comprehensive review of the literature, the author identified several studies and issues that provided greater insight in developing solution strategies to this practicum problem area.

Muniz and Chasnoff (1983) presented the Cultural Awareness Hierarchy, a conceptual model that outlines six levels for a full understanding of another culture. The hierarchy may be used to deal with subcultures within one nation.

Level I - The self is fulfilled when an individual can describe how he or she relate to others and how others relate to him or her.

Level II - Technical or professional skills goes beyond personal traits and focuses on a person's technical or professional skills.

Level III - Factors beyond "culture" which may influence behavior focus on factors other than obvious cultural differences as a way to confront the real issues that influence relationships. The example given in the study

referred to the behaviors of people from one group who are rich and people from another group who are poor. Their behaviors may greatly depend upon such factors as their degree of hunger, self-interests, satisfaction of aspirations, skills and capability to function successfully.

Level IV - One's Own Culture refers to the recognition, understanding, acceptance of one's own culture. After we have examined some of our basic cultural experiences are we better able to see how people of other cultures deal with the same experiences.

Level V - Factors Specific to One's Country refers to the many topics and issues that must be understood about one's country.

Level VI - **The Other Culture** refers to knowledge and understanding about the other cultures. Once levels I through V have been covered, Level VI finally can be addressed.

The kind of approach offered by the Cultural Awareness Hierarchy delivers a far deeper, lasting understanding of the culture and the individual's unique response to it.

DeVoe and Render (1982) proposed Gestalt strategies for teaching how people are different. "According to Gestalt psychologists, genuine understanding and productive thinking take place when an individual perceives the whole by

structuring and organizing its parts. Gestalt strategies focus on perceptions that are abstract as well as concept and imaginary as well as as real. All of these have a potential bearing on the meaning that a person attaches to an experience."

In the study conducted by DeVoe and Render, the goals were: to develop the participant's ability to use imagination to become aware of the diffferent people around them, and to develop the participants' understanding of differences in individuals. Any number of students is acceptable. Fifteen to twenty minutes is required (depending on age and attention). The physical setting should be conducive for relaxing with the participants sitting in chairs or lying on the floor. The lighting should be dimmed or extinguished. The objectives were that the participants will become aware of differences in individuals; participants will begin to understand that people who are different are not necessarily inferior or superior; and participants will begin to relate to others in terms of their own differences. After the participants are in a relaxed state a passage centering on individual differences should be read in a non-abrasive soft voice. This activity encourages the participant to be aware of the individuals and to have some feeling for those individuals. This guided fantasy is useful when participants are having difficulty understanding others

who are different from themselves.

Cogan (1978) reported on a global education study conducted in Alcott Elementary School, a Chicago public school with a rich cultural diversity of the student population. This study served as one means of trying to get all of Alcott students to develop a perspective of feeling and caring for each other. This became the central goal of the school program. Children engaged in a variety of activities. Some children researched and played games native to other countries; researched their own ethnic heritage; prepared foods of various ethnic groups; learned songs from around the world; researched customs, traditions, and holidays of other lands; engaged in creative writing projects; and read stories from other lands.

In the Alcott study, the global education program utilized an approach consisting of four or five characteristics outlined by researchers Guilliom and Remy. One characteristic was that it involved all areas of the elementary curriculum; the second characteristic involved utilizing the local community. Alcott involved community people where appropriate. The third characteristic involved learning "for something" rather than "about something." The teachers and students tried to live global education, rather than learning about it. The final characteristic that Alcott focused on was the central role of the classroom teacher in

implementing a global education program. The principal at Alcott supported staff programs, provided materials and resources when requested and served as a model of a globally-minded person and educator.

Piersma, Wood and Hartke (1979) conducted a study that directed its attention to an investigation of children's attitudes and stereotypes toward Africa, south of the Sahara. This study was to determine if the attitudes and stereotypes held by grade school children toward Africa can be changed through the use of specififed informational procedures; and to determine if a relationship exists between the information levels of these children and, their attitudes and stereotypes. A total of 67 boys and girls in grades one through four in South Dakota were selected as subjects in this investigation.

The design for this study was to administer a pre-test and a post-test to the control group and a pre-test, treatment, and post-test to the experimental groups. The pre-test consisted of an attitude scale. The treatment for the experimental groups consisted of eight half-hour lessons over a period of two weeks.

Experimental Group I received instruction through a Literature Approach. The children were introduced to selections from children's literature. Selections were read to the children by the principal investigator of the story.

A discussion period followed the reading of each selection. During the discussion period, children were urged to offer reactions and opinions about the content of the story as well as their general concepts about Africans. This approach was used to familiarize young children with Africans. The ultimate goal was to alter stereotyped attitudes about Africans.

An Audio-visual Presentation Approach was used with Experimental Group II. Ministrips and sound filmstrips were used to illustrate some aspect of life in Africa. The principal investigator guided each child's listening and viewing by asking questions before showing the ministrip films. After the presentation was made, a discussion period utilizing the questions before the film followed. The audiovisual materials introduced children to information about Africans, their country, their homes, their occupation and their appearance. These materials provided experiences which assisted the students in recognizing and valuing differences and similarities which exist among Africans and ourselves.

Children in Experimental Group III received instruction through a Multi-Media Approach. A variety of media including literature, sound filmstrips, artifacts, musical instruments, folk tales, and writings by children in Africa were used. Instruction through this approach utilized

visual observation, auditory attention, touch role playing, and reading. This approach provided an in depth look at and experiences with an African culture.

The results of this study showed that the experimental groups showed a higher score on the Attitude Scale when post-tested. The control group showed a lower score on the Attitude Scale when post-tested.

On the test of stereotypes, all groups showed a lower mean score on the post-test. This indicated that they had fewer stereotypes after the treatment.

Based on the results of this study, the attitudes and stereotypes held by grade school children toward Africa can be changed through the use of specified informational procedures. Each approach had an effect on the attitude and stereotypes held by the children.

Cortez (1983) described an approach to the theme of human migration. In the study, the integration of feature films and closely related reading material focused on migration. Although this study was given at the university level, it was indicated that this teaching strategy can be easily adapted for high school and junior high school settings.

In the study, students wrote interpretive papers examining the theme of human migration based on books, films, and class discussions. It was suggested that the form of

media need not be restricted to the classroom. Students should take advantage of the societal media curriculum by which the mass media "teach" the public about human migration.

The strategies selected that were most applicable to this practicum were as follows: Gestalt strategies, game playing, food sampling, film watching, story reading, class discussions, and societal media involvement. These strategies were selected for this related situation in order to involve the students with Haitian culture at the utmost level. Being that the students in this study were classified as learning disabled, it was crucial to utilize different learning strategies in the presentation of the topic under study.

The author felt that Gestalt strategies would be beneficial in understanding others who are different because it involves guided fantasy in which children are fascinated with.

Game playing was chosen because it served to capture children's attention quickly in a fun manner.

Food sampling may prove beneficial to demonstrate different ways of preparing similar consumed foods. This activity served to demonstrate that different ways of doing things could yield better results than customary ways.

This author felt that film watching was extremely

important for learning disabled students, since it conveys information through the visual modality and since some learning disabled students learning styles correlate highly with this specific modality.

Story reading was considered important since it allows for group discussion. The author felt that group discussion provides an avenue for children to familiarize themselves with Haitian culture.

Class discussions were perceived by the author as a thought-provoking activity. Questions were elicited to involve the students in revealing personal reactions to the subject area.

Attending to societal media allows the students to see how television, radio and newspaper channels view the subject area. Importance of keeping in tuned with these societal media were stressed.

By using these methods of presenting the student with information on Haitian culture, the students developed an appreciation of the similarities and differences among themselves and Haitians, and therefore developed more positive attitudes and respect for Haitians.

Chapter Three

METHOD

Understanding Haitian culture and developing amiable relationships with Haitians were very important for the students in the school in which this practicum took place. Once a student has developed these qualities, only then can they truly respect and welcome their fellow classmates and neighbors. The strategies that were used in this practicum to develop an understanding of Haitian culture, focused on strategies involving several learning modalities.

The first step taken in the implementation of the practicum was the explanation of the study topic and why it was important to understand Haitian culture, especially for their residence vicinity. Next the students were administered a posttest on the outcome objectives. Throughout the practicum's implementation, informal attitudinal written and oral questionnaires were administered to measure attitudinal opinions and possible changes.

Since children generally enjoy participating in sports, the author decided to use this activity as a motivating and stimulating strategy to gain interest in the practicum. The students played soccer for 30 minutes on three of the five days during the first week. A very colorful film was also shown during the first week. This

film depicted life in Haiti and elucidated upon the weekly objective: Define culture and the unique elements that make up Haitian culture. During our study on this objective, the students also read orally and discussed specific units in a social studies textbook. The students listed elements that make up Haitian culture and elements that make up American culture. By comparing the two cultures, the students learned the differences in the two cultures. The author felt that this first objective would be a perfect introduction for the practicum implementation.

During week two, students sampled Haitian food samples. Since children enjoy eating, the author felt that this activity would further motivate the students in the early stages of study of Haitian culture. During this week also, the students discussed the previous week exercises on culture from the textbook. Students gave their input on the subject matter and by the end of the week, the students were completing the second objective: Cite evidence to show how Haitian culture is transmitted in society.

During week three, the students were instructed on the objective: Recognize that each culture has values and beliefs which influence its growth and development. Another film was watched during this week. After the film, students were encouraged to participate in discussions. The film was used to introduce the objective to be covered for that week.

During the week the students completed board assignments testing their comprehension on the objective for the week.

The author read a story to the students that shed light on how values and beliefs influence a culture's growth and development. The students were also encouraged to participate in discussions during this activity. Class discussions gave the students a chance to express their misunderstanding and opinions on the objective. On the last day of the week, the students were observed for discussion input they contributed to close the weekly objective.

Gestalt strategies were used during week four. The objective covered during this week was: Recognize that basic needs of humankind are the same, but the manner in which they are met differs. The author sought to develop the students' ability to use their imagination to become aware of the different people around them and to develop their understanding of differences in individuals. On four days of the week, the author initiated a class discussion on differences between Haitians and Americans and their basic needs. The differences discussed during the week were the kinds of foods eaten, language spoken, favorite sports, and schools. Customs of each culture, respectively. After approximately 15 minutes discussion time, the lights in the classroom were turned off. Shades were closed to keep light out of the classroom, and soft symphonic music was played on

a portable cassette tape recorder. While the music played, the author spoke on the basic needs of and differences between Haitian and American cultures.

On the first day, foods common among Haitians were discussed and sampled. Farming and fishing were emphasized. Various dishes were also discussed. Foods such as cowfeet, plaintains and fruit juices, such as papaya juice, were some of the foods of Haiti discussed. Later, American dishes were named. Common foods eaten daily and on holidays were mentioned. Means of getting food in America were discussed also.

On the second day, the languages spoken in Haiti and America were discussed. The author stated the origin of both languages; Creole and English. Because of this, the students understood why we communicate differently. On the third day, the sports of each culture was discussed. The author discussed the major sports of each culture. Soccer in Haiti and football, basketball and baseball in America. On the fourth day, the customs in the schools were discussed. The age in which school starts, clothes worn, school hours, discipline in the schools, and requirements. On the fifth day the film from the previous week was shown again on values and beliefs of a culture. After the film, the students closed the weekly objectives from weeks three and four.

Since the author had just completed an inservice

course in Creole offered in the afternoon at her school, it was possible to speak some passages in Creole.

During week five, discussions from week four were recapitulated. Only this time, the students were asked to compare the basic needs of each culture. The students watched another film depicting how Haitians meet their daily survival needs. After the film, discussions were held on comparing Haitian and American cultures on basic needs. Story reading also helped depict the basic needs of each culture. During the story reading, students were encouraged to give their input on the subject matter. Class discussions proved to help make the comparisons clear to the students.

During week six, the following objective was covered: Compare Haitian and American cultures on lifestyles.

The author read a story to the students and again discussion followed. This allowed the students to dwell into their mysteries once more. Since the story was very long, it lasted three days and discussions on lifestyles continued. On the last two days of the week, the students compared lifestyles of Haiti and America and gave their opinion on each one as to preference.

During week seven, the students were really involved in creative activities. The following objective was covered: Demonstrate by giving several examples of how Haitian society is undergoing continual changes, socially. Each day, the

is undergoing continual changes, socially. Each day, the students were instructed to watch the news on television, listen to the news on the radio, and ask for assistance in finding information in the newspaper on Haiti. Each day, students were involved in discussions on current issues happening in Haiti. Then, on the last day of the week they formed a collage of all of the news articles. During the discussions the students were able to give their opinions on current issues in Haiti. Attending to societal media allowed the students to view Haitian news from sociecy's media, and was very beneficial in gaining insight on global affairs.

During week eight, the students were continually involved in societal media. The same objective was presented during this week but with emphasis on economical changes instead of social. The students were involved in the same activities as in week seven.

During week nine, still again the students were involved in societal media. The emphasis was on political changes that the Haitian society was undergoing. The students really seemed to have enjoyed this week of study. They brought in several articles on the political issues in Haiti.

During the last week of implementation, the students reviewed all of the objectives that were taught throughout the implementation of this practicum. They were given a

posttest which lasted the last two days of the implementation. Overall, the students seemed to enjoy the strategies that were used in the implementation of this practicum. All of them were motivated by the diverse range of strategies used throughout the practicum which made lea.ning fun. The discussion sessions provided for self-expressions and positive reinforcement. These strategies used in the practicum helped pave the avenue to understanding a different, yet "mythically" inferior culture.

Chapter Four

RESULTS

The implementation involved nine students who demonstrated a lack of understanding of Haitian culture.

The author administered a pre and posttest (Appendix C) which included select social studies objectives focusing on Haitian culture.

Weekly questionnaires were administered to monitor attitudes held by the students in reference to Haitian culture and Haitian students. The author administered the questionnaires with informal oral questions and informal written questionnaires (Appendix B). The students' behavior were also observed as another measure of evaluation.

At the conclusion of the pretest, all of the students did poorly on the questions, but surprisingly, all of them scored similarly on the questions gotten correct. The author contributed this to the media on current Haitian issues. The two questions the students scored highly on were as follows: 1) Compare Haitian and American cultures and lifestyles and; 2) Demonstrate by giving several examples of how Haitian society is undergoing continual changes, e.g. politically, economically and socially.

The weekly questionnaires showed more positive attitudinal changes as the implementation progressed. The

author attributed these positive attitudinal changes to the various interesting strategies used to present information on Haitian culture. The author also observed positive behavior changes in the students. There was a decrease in ethnic-related name calling and ethnic related insults.

During the first week, students proved to have understood the reason for studying about Haitian culture. The objective was mastered by all students. This evaluation focused on understanding what culture is and giving specific elements of cultural characteristics. A diverse range of answers were given.

During week two, all of the students seemed to have mastered this objective based on their discussion input. The author felt that week one made mastery of this objective more meaningful to the students. The Haitian students introjected input on how culture is transmitted and the author felt that this made the lesson very interesting and more comprehensive for the other students.

Week three was interesting. The students seemed to have enjoyed being read to. During the story reading, the students introjected opinions. All of the students were evaluated as having mastered the weekly objective. The author based the evaluation on comprehension being measured by discussion input.

By week four, all of the students still showed

progress. This evaluation focused on determining whether the students recognized that the basic needs of humankind are the same, but that they are met differently. The students seemed to have enjoyed the Gestalt strategies. The author felt it was because the lights were turned off and soft music was played. This technique added spice to the weekly objective. All of the students were evaluated as having passed the objective.

During week five all of the students were evaluated as having passed the objective under study. It is believed that week four objective provided a foundation for comparing the basic needs of American and Haitian culture. The film shown during this week also helped the students understand the objective. The story reading served to encourage discussion among the students. All of the students seemed to have retained their interest in the study of Haitian culture.

During week six, the students were able to compare lifestyles of Haitian and American culture. The students contributed very well in the discussions. All students contributed well enough to have been judged as mastering the weekly objective.

For weeks seven, eight and nine, the students really gave their fullest participation on the objectives requiring them to demonstrate how Haitian society was undergoing continual changes, socially, politically and economically.

The students were anxious and excited about reporting any news heard or seen on Haiti. They also brought in articles on Haiti. This week seemed to be full of enjoyment because of the current societal media on Haiti. All of the students were evaluated as contributing well on the current issues.

During week ten, the students were involved in a discussion on all of the objectives. The students were posttested (Appendix C). The posttest lasted for the last two days of implementation. All students scored well. For the poor spellers, the students were asked to expound orally on specific questions when the author felt the written performance was inadequate and not indicative of their gained knowledge. All students scored exceptionally well on the test. The students' attitudes were more positive than when assessed at the beginning of implementation. The ten weeks of studying Haitian culture was proven to be very influential in all of the students' attitudes and behaviors.

Chapter Five

RECOMMENDATIONS

Tha author considered this practicum to have been a valuable project, especially for a school setting with a multicultural diversity as the one in which the practicum took place.

Since the practicum addressed in this research study was considered to have pertinence throughout the county, the author proposed to make the Haitian studies strategies available to her principal who was comteplating initiating a program to make Haitian students feel welcomed and to develop an amiable relationship between American and Haitian students.

Furthermore, because of the fact that a major local university was conducting a global studies program in the school's district, considerations were given in sending a copy of this practicum study to the Program's coordinator.

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APPENDIX A

HAITIAN CULTURE ATTITUDINAL QUESTIONNAIRE

Name: _____ Date: _____

1. Where is Haiti located?

2. Would you like to visit Haiti? Why or why not?

3. Do you feel Haiti is a nice place to live? Why or why not?

4. Do you like Haitians? Why or Why not?

APPENDIX B

Name: _____ Date:

WEEKLY QUESTIONNAIRE

1. I enjoyed the unit a) very much, b) O.K. c) little, or not at all.

2. I learned a) a lot, b) a little or, c) nothing on the weekly objective

3. I feel a) more positive toward the Haitian culture, b) the same way about the Haitian culture, or c) more negative toward the Haitian culture.

APPENDIX C

Name_____ Date _____

PRE AND POST TEST OF OBJECTIVES ON THE SELECT SOCIAL STUDIES OBJECTIVES FOCUSING ON HAITIAN CULTURE

1. Define culture and the unique elements that make up Haitian culture.

2. Cite evidence to show how Haitian culture is transmitted in society.

3. Recognize that each culture has values and beliefs which influence its growth and development.

4. Recognize that basic needs of humankind are the same but the manner in which they are met differs.

5. Compare Haitian and American cultures on basic needs.

6. Compare Haitian and American cultures and lifestyles.

7. Demonstrate by giving several examples of how Haitian society is undergoing continual changes, e.g. politically, economically, and socially.